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ABSTRACT

A competency-based instructional guide for grades 7-14, this volume is one of three parts, each of which focuses on a different environment (psychomotor, cognitive, or affective), and each of which includes competencies and learning activities for each of three instructional levels. The topics for this volume (Environment II--cognitive) are clothing communication and the clothing consumer, chapters 7 and 8 of the series, which emphasize group processes. (The Environment I volume, on fashion selection and construction, emphasizes individualized instruction while Environment III, exploring fashion careers, focuses on interdisciplinary instruction.) Clothing Communication, chapter 7, covers five topics: clothing impressions, a historical retrospective, clothing selection, wardrobe planning, and functions of clothing. The Clothing Consumer in the Marketplace, chapter 8, considers four influences on clothing sales: the consumer, business, national economy, and government. Each chapter consists of the following parts: a topical outline, a bibliography, the competencies and corresponding activities for each instructional level, and appendixes with validated challenge tests. (ELG)

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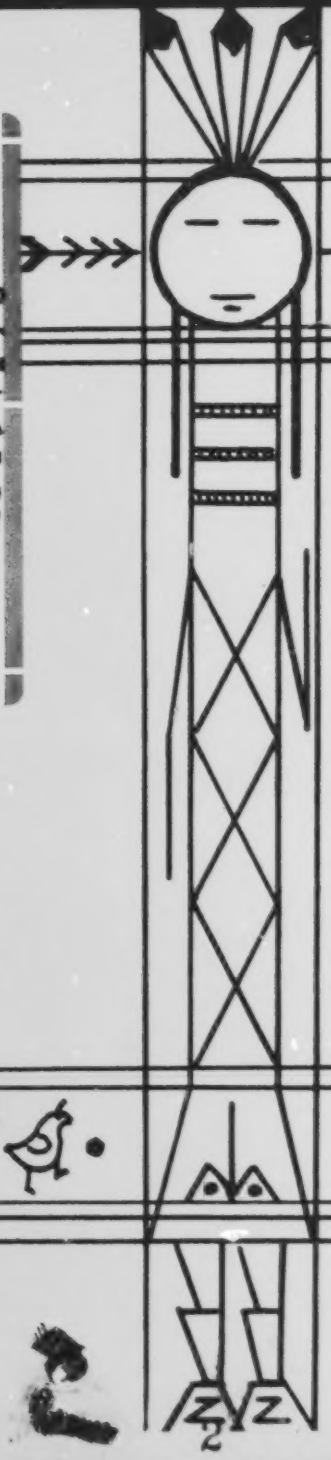

FIBER, FABRIC and FASHION

Environment II

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Topical Outline

7.0 Clothing Communication

- 7.1 Clothing Impressions
- 7.2 Dress Over The Centuries
- 7.3 Clothing Selection
- 7.4 Wardrobe Planning
- 7.5 Functions of Clothing

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INTRODUCTION TO ENVIRONMENT II

This environment is concerned with clothing communication and the consumer in the marketplace. This section answers the question, "Does appearance talk?" These experiences help make students aware that individuals are quickly judged by their clothing for they send silent messages. Accessories, hair style, make-up and personal grooming, body posture and facial expressions are other elements which give others first impressions.

Awareness of appearance, particularly clothing, is a matter of individual sensitivity and is affected by one's personal environment, present and past. This awareness is usually a social aesthetic experience. Clothes, as part of appearance, are a psychological means of merging with or separating oneself from one's near environment.

Customs in apparel provide links with the past and serve as a basis for the mores and taboos associated with present day fashions. Fashions in themselves give evidence of recurring societal themes and ideas important to cultures over time.

Another important component in this environment is the clothing consumer in the marketplace. Consumers are not only affected by what is offered to them by business enterprises, but they in turn affect the marketplace by their motives for buying, shopping behavior, and methods of payment used.

The role of the consumer is a complex one for he and she are influenced by the nation's economy and the governmental regulations which offer protection to consumers. The role of the consumer need not be a passive one for even students.

7.0 CLOTHING COMMUNICATION
7.1 Clothing Impressions

GOAL STATEMENT: The student will understand that clothing communicates impressions.

COMPETENCIES	LEVEL I ACTIVITIES
LEVEL I 7.1 Analyzes in writing or orally the clothing image of an individual. (SELF-AWARENESS) Explains orally or in writing how an individual portrays values and gives correct or erroneous messages by the clothing worn. (SELF-AWARENESS) LEVEL III Analyzes values based upon cultural and personal experiences expressed through clothing by the use of a questionnaire, summary statement, or value inventory. (APPRECIATION AND ATTITUDES)	7.1 NOTE TO TEACHER: A bulletin board, "Clothing Speaks," is developed exhibiting a variety of costumes (both male and female). Each student selects picture from a teacher-made bulletin board and writes a sketch guessing: 1. What personal characteristics might the individual have? 2. Would the person be desirable as a friend? 3. What age is the person? 4. Could the person obtain a job? If so, what might be the occupational role? 5. What is the probable life style of the person? A comparison of the sketches written by the students is made to ascertain if students gain impressions of individuals through clothing. NOTE TO TEACHER: The filmstrip, "Clothing Communicates," is available from any J.C. Penney store and a study guide for the filmstrip has been developed. Students view the filmstrip, "Clothing Communicates," and the study guide questions are discussed. Students role play the following situation: Tom and Mary, two campus leaders, are talking when a new student, Jim, joins them. Jim has greasy, stringy hair, dirty fingernails and rumpled, dirty clothing. The class analyzes how students would probably feel asking Jim to be a participant at an activity they are planning.

LEVEL II ACTIVITIES	LEVEL III ACTIVITIES
7.1 (Not taught here)	7.1 Each student analyzes in writing his/her own clothing habits and customs and attempts to decide what he/she is trying to convey to others through clothing. This analysis is then put away by the teacher to compare with a similar written analysis at the end of the experiences in the social psychological aspects of clothing. Student committees select and read about historical clothing customs and habits of a particular ethnic or subcultural group (e.g. bound feet in China, head coverings of Arabian women, hoop skirts of the 19th century, Amish, aborigines, Turkish, Indian). The committees attempt to find out the conditions which have led to the particular type of dress: economics, religious beliefs, aesthetics, attitudes toward men, women and children, etc. Investigate changes that have taken place within the last ten or fifteen years and reasons why these have happened. Students then report their findings to the class, using pictures when possible. Differences and similarities between ethnic groups are summarized. Students then attempt to identify a number of factors which influence how individuals dress. Some factors might be: Religious beliefs Social class status Social conditions Occupational status Economic conditions Traditions operating Climatic conditions Marketing practices of the country Ideas on ecology Peer pressures Authority of adults in culture

OR

COMPETENCIES	LEVEL I ACTIVITIES

7.1 The class will also react to the questions:

1. Would improved appearance make a difference?
2. Can an individual be accepted when clothing is not the latest style?
3. Do impressions change after you know a person for a short time? A long time?

Students are given a list of terms such as: good-looking, neat, self-confident, friendly, poised, rumpled, active, clean, feminine, charming, dignified, unkempt, sweet, fresh, aloof, stiff, stately, smart, alert, dramatic, distinctive, warm, saucey, happy-go-lucky, masculine, tomboy, withdrawn, shy, calm, sad, dirty, cool.
Students are asked to associate words to pictures of clothing held up by the teacher. A summary is made, telling why these terms were selected and their relationship to messages clothing convey.

Each student wears or describes a favorite outfit and tells why it is one (e.g., color makes one feel good, is new, is expensive, is like others wear, fabric feels good, receives compliments when wearing it, is comfortable, lines are flattering so feel taller, thinner, shorter, or fatter). The teacher then explains to the class that the students are conveying their personal values about dress. A list of values that might apply to clothing is made on the board. (A few might be experimentation, modesty, fashion, conformity, style, economics, and status.)

Students experiment by going shopping twice, once when they are well-groomed and once when they are wearing wrinkled or dirty clothes. The reaction of the sales personnel for both situations is reported to the class.

LEVEL II ACTIVITIES	LEVEL III ACTIVITIES
	7.1 Each student selects an unusual garment from history or another culture and students research the background of the article and culture at the time (history books, encyclopedias). Students ascertain what influences the acceptance and adoption of the articles.
	Each student selects an article worn in American culture today and tries to determine the evolution and the reasons for acceptance.
	After the experiences above, the teacher leads the group to generalize how clothing values for individuals emerge from culture customs and habits. The students may conclude that individual clothing values are based on cultural values of: aesthetics, modesty, fashion consciousness, status, desire for attention, comfort, peer acceptance, economics, etc.
	Each student writes about a person whose appearance is admirable including, specifically, what it is about the manner of dress and appearance that is esteemed.
	A number of students volunteer to tell what they wrote, and similarities and differences of view are noted on the board. A class discussion is centered on how individuals arrive at what is important to them in dress, and how a variety of experiences and cultural backgrounds lead to different values for clothing.
	In teams of two, students select specific school classes to survey the types of clothing worn by both boys and girls. Students try to identify what impressions and cultural values they think students are trying to convey through dress. Students rank the following in terms of influences in clothing selection:

COMPETENCIES	LEVEL I ACTIVITIES

7.1 Students examine clothing advertisements for teenagers to ascertain what values advertisers believe young people have. Class discusses to determine if they agree or disagree with the choice of values.

Students fill out incomplete sentences such as these:

1. I feel well-dressed when _____
2. When people stare at my clothing, I feel _____
3. If I have on old clothes, I feel _____
4. If I go to an event and find I am dressed inappropriately, I feel _____

Students find clothing designs and swatches of fabrics provided by the teacher which express certain moods and occasions for them (e.g., happy, rebellious, exciting, showy, depressed, rock concert, basketball game, church, dance).

Role playing is used to develop insight into problems of friction among family members about clothing. A situation can depict a girl, 13, wanting a particular type of garment for a school event because other girls are wearing a similar item. The parents feel a warm jacket for another family member who carries papers is more important.

After role playing, students discuss the source of friction and how the problem might be solved. They answer such questions as:

1. How can individuals gain recognition and give messages besides through their clothing?
2. What is a teen-ager's fair share of the family clothing budget?

7.1

Religious beliefs
Peer pressures
Work situation
Comfort
School dress code
Social customs
Parental beliefs
Pressure from adults
Availability of money
Sales people
Climatic conditions

Each student selects five individuals (both male and female) to interview. These may include a teacher, counselor, community member, business person, and a variety of students not well-known to the interviewer. Questions to ask students are:

1. Why are you dressed as you are today?
2. How do you feel in the clothing you are wearing?
3. If you were applying for a job, what would you wear?
4. What kind of impression would you want to make?
5. If you were going out to dinner/to a rock concert, what would you wear?
6. What kind of clothing image do you wish to create?
7. Do you wear clothes to gain the attention of others?
8. How do you feel when people stare at you?
9. Where do individuals gain their ideas about clothing?
10. If ecology becomes even more important than it is now, what clothing habits are you willing to change?

Questions for business personnel, teachers and counselors:

1. Why are you dressed as you are today?
2. How do you feel in the clothing you are wearing?

7.1 Clothing Impressions

COMPETENCIES	LEVEL I ACTIVITIES
	7.1 Each student writes a short summary of what kind of clothing he/she would like to wear in order to feel good and give a positive message. Some students may wish to add the restrictions that are present to prevent always having the kind of clothing he/she would like to own.

7.1

3. What type of clothing do you feel teenagers should wear to apply for a job?
4. What impressions should they create?
5. What kind of clothing would you wear on a social occasion?
6. What kind of clothing image do you wish to create?
7. What kind of clothing do you feel teenagers should wear for school, on dates, and to shop?
8. Should their clothing be different when they apply for a job?
9. Should different age levels wear different types of clothing?
10. Are there rules from your employer regarding appropriate attire for the job?

Adults who are parents may be interviewed by others than their own sons and daughters. Some questions that might be posed are:

1. Do you judge the teenagers that come to your home by their clothing?
2. If you were hiring someone for a job, would you consider what he/she wears important?
3. Are your feelings about clothes teenagers wear different if you are reacting to a prospective son or daughter-in-law?

* After conducting interviews, students evaluate information to determine the similarities and differences of clothing choices and opinions. Discuss what cultural and social values were being exhibited by these individuals.

Students list occupations, organizations, or activities which require uniforms. The class discusses what the reasons may be for wearing

7.1 Clothing Impressions

COMPETENCIES	LEVEL I ACTIVITIES

7.1 occupational uniforms (nurses, priests, policemen, waiters), traditional clothing for certain occasions (weddings, graduations, christenings, or formal dances). and uniforms required by organizations as a part of membership (motorcycle gangs, Job's Daughters, Knights of Columbus, Indian ceremonial dances). A discussion can then follow about the role of clothing in defining business and social situations.

A personnel director or an individual in business may speak to the class on the importance of clothing in job interviews and maintaining a job. Students discuss the implications, legal and otherwise, of dress codes in various organizations.

Students collect clothing pictures which illustrate given values such as economic, religious, aesthetic, and social (group and/or peer acceptance). With each picture, statements should be written which identify the clothing details that might apply to clothing values of the person(s) pictured. (pictures of actresses or actors, religious sects, such as Amish, well-known political figures are possibilities to analyze.

OR

Students evaluate several items of clothing according to charts containing adjectives which describe aesthetic value. Guide to Modern Clothing by Sturn, Griesir, Lyle, and Roberts, pp. 5-7.

* Each student makes a list of his/her clothing values and indicates what changes might be made within available resources to modify his/her clothing to express values.

7.2 Dress Over The Centuries
7.21 Relationship of Past and Present

COMPETENCIES	LEVEL I ACTIVITIES
7.2 Competencies for 7.21, 7.22 and 7.23 are designed to meet competency 7.2.	7.2 Activities for 7.21, 7.22 and 7.23 are designed to meet competencies for 7.2.
LEVEL III 7.21 Explains the relationships of past themes of dress to contemporary fashions by bringing in or identifying historic details in pictures or articles. (ECONOMIC AWARENESS)	7.21 (Not taught here)

LEVEL II ACTIVITIES	LEVEL III ACTIVITIES
7.2 Activities for 7.21, 7.22 and 7.23 are designed to meet competencies for 7.2.	7.2 Activities for 7.21, 7.22 and 7.23 are designed to meet competencies for 7.2.
7.21 (Not taught here)	7.21 NOTE TO TEACHER: Pictures must be found or transparencies or slides developed to give the illustrated lecture on the history of fashion. McCall's and Sears have some usable illustrations. The film "Clothing and Fashion: A History" may be used. Students are assigned to interview other adults concerning styles of clothing worn by them in the past which they see reappearing in current fashion. (TV shows, popular movies may also be a source of recurring fashions.) In class, the results are summarized to ascertain if specific historical fashions are prevalent. Amplify to the extent that students understand why clothing styles recur. The teacher gives an illustrated lecture highlighting certain historical fashions, using opaque projector with pictures, projecting slides or transparencies, or using flannel boards or bulletin boards. Recurring design themes or details should be identified by students. OR Students examine pictures of women's and men's clothing in the U.S. from Puritan dress, buckled shoes, dress of dandies, hoop skirts, high heels, pegged skirts, girdles, shoulder pads of '40's to the more recent platform shoes for women, no hat, unisex clothing, hair length for men.

7.21 Relationship of Past and Present

COMPETENCIES	LEVEL I ACTIVITIES

7.21 The class, if possible, takes a field trip to a museum to view displays of historic costumes. (See Jean Hildreth, Phoenix Art Museum.)

Individual students report on particular types of garments--hats, gloves, purses, ties, or shoes--showing unusual forms related to specific periods of history.

The teacher and students keep an updated bulletin board of current fashions which reflect historical fashions.

Students may wish to develop an historical fashion show or assemble clothing items from the past for a school display.

Suggested FHA experience: A "Fashions in the Attic" party might be held where each member chooses a costume from the past to wear to the party. Activities can include guessing correct period in history for each costume and naming the person who made the costume famous. A prize to the best or the oldest costume can be awarded.

7.22 Portrayal of Cultural Problems

COMPETENCIES	LEVEL I ACTIVITIES
LEVEL III 7.22 Explains verbally or in writing, with the use of illustrative examples, how fashions throughout history have depicted customs, mores, taboos, events, problems, and laws of various periods in history. (APPRECIATION AND ATTITUDES) Describes the recurrence of style components in history depicted through various media. (APPRECIATION AND ATTITUDES)	7.22 (Not taught here)

LEVEL II ACTIVITIES	LEVEL III ACTIVITIES
7.22 (Not taught here)	7.22 Students read a short novel of any historical era and write a paper which includes the following: a. Brief outline of plot stating historical time b. Brief description of the period including economic, religious, and political situations and roles of men, women and children c. Brief description of garments discussed by the author Students exchange papers and read in class. Teacher leads discussion to form conclusions on similarities and differences in fashions. The students or the teacher coordinate clothing styles to the economic conditions of a given period of history. When the economy is good, clothes are less conservative (e.g., shorter dress length). When the economy is in a weakened condition, clothing is more conservative, less colorful and longer. The rise and fall of hemlines offers another area to explore. (Journal of Home Economics, January, 1975, "Style - A Mirror of the Times.") After students understand the historic concept, the teacher or other students relate costumes of different geographical locations and countries to the customs, taboos, moral, and economic standards of that culture. The teacher or students should select specific cultures or subcultural groups of interest. See "Cutting the Corset Strings: The Changing Silhouette and Social Role of Women" by Moira Johnson in Journal of Home Economics, September, 1974, pp. 15-19, for background information.

7.22 Portrayal of Cultural Problems
7.23 Cultural Combinations

COMPETENCIES	LEVEL I ACTIVITIES
LEVEL III 7.23 Explains how clothing, furniture and architectural styles are interrelated and illustrate a specific period in history. (APPRECIATIONS AND ATTITUDES)	7.23 (Not taught here)

LEVEL II ACTIVITIES	LEVEL III ACTIVITIES
	7.22 Students attempt to identify standards and customs operating for various historical costumes, as seen previously in the illustrated lecture. Students refer to historical accounts of a particular period identified and relate customs operating. Older adults are interviewed to determine how clothing customs and social customs or taboos have changed. For example, students identify what is acceptable to wear now that was not permissible twenty-five or fifty years ago and why the change. In terms of values and customs operating today, a committee of interested students study changes in moral and economic standards and try to predict fashions 25, 50, or 100 years in the future. A skit could be developed and presented to outside audiences. The futuristic account could also be shown to a fashion expert for his/her evaluation. Other students may wish to do a culminating activity which combines the economic and cultural aspects of clothing in a remote area of the world. If different geographic areas are used, a large exhibit could attract schoolwide attention. (See Appendix 7.22 for suggestions.) (Also used as activity in 8.0.)
7.23 (Not taught here)	7.23 Teacher shows pictures of architectural, furniture and clothing styles which appropriately match for specific periods of history. Class discusses the concept that styles evolve and decline in a particular civilization or era and this is due to a composite of values in the technological, economic, political, spiritual, social, and historical areas. OR

7.23 Cultural Combinations

COMPETENCIES	LEVEL I ACTIVITIES

7.23 Students examine resources for pictures and descriptions of clothes, furniture and architectural styles. See Journal of Home Economics, January, 1975, "Style - A Mirror of the Times" by Phyllis Tortora. Sources could be encyclopedias, art history and history of fashion books, magazines. Examples appropriate to our state:

- Navajo hogans and long velvet skirts
- Hopi mesas and straight lines of traditional Hopi clothes
- modern glass and stainless steel office building with simple tailored clothes
- denim cut-offs and tents or other temporary shelter
- tailored men's and women's pants and tops and suburban houses and station wagons
- eclectic style seen in clothes, architecture and furniture

Examples from history of United States:

- covered wagons and women's sun bonnets
- bib overalls and wagon bed
- Indian headdress and top of teepee

Examples of world history:

- Ancient Egyptian headdress and pyramids
- Alaskan parkas and igloos

Students make a study of people entering a variety of large buildings. Include a very traditional building, a glass and stainless steel type structure, contemporary building and an avant-garde design. Students examine the types of clothing worn into the building by various individuals. They attempt to determine if these persons are visitors or those who work or live in the building. Conclusions are drawn as to the relationship of building and clothing types.

7.3 Clothing Selection
7.31 Fads, Fashions and Styles

COMPETENCIES	LEVEL I ACTIVITIES
LEVEL III 7.3 Analyzes own style of clothing by studying current and historical fashions and modifies selected fashions to fit own style. (DECISION MAKING)	7.3 (Not taught here)
LEVEL III 7.31 Differentiates among fads, fashions, and styles as they pertain to clothing selection. (DECISION MAKING)	7.31 (Not taught here)

LEVEL II ACTIVITIES	LEVEL III ACTIVITIES
7.3 (Not taught here)	7.3 Refer back to Environment One: FASHION AND FITTING. Each student is asked to analyze his individual clothing style after historic study and to evaluate the clothing in his/her wardrobe. Each student selects pictures of clothing from current fashion magazines or pattern books, and then modifies the illustrations by adding details, changing lines and selecting fabrics to create his/her styles. The student chooses picture accessories to enhance individuality and complete the outfit. The class evaluates the creations of each student to determine whether the style depicts the unique personality of the individual.
7.31 (Not taught here)	7.31 The teacher shows pictures or students bring in illustrations of past and present fads, fashions and styles. Students analyze how long fads, fashions and styles lasted. Students predict how long current fads, fashions and styles presented in magazines or newspaper ads will last and provide reasons for predictions. Students bring in a fad item which has become obsolete. Other students attempt to analyze why the fad did not last and answer the question of why it had appeal initially. Students interview other students in school to determine what are the current clothing fads, fashions and styles in school. A group of former students who are employed are interviewed to determine what fads, fashions and styles are found among individuals in the working world. If fads

7.31 Fads, Fashions and Styles

COMPETENCIES	LEVEL I ACTIVITIES

7.31 are not used, why might they not be? HERO and DE students could be interviewed to find out fad items being featured in business establishments.

A guest speaker from a retail outlet comes to class and explains how fashion buyers decide to purchase a current fashion item. Such questions might be answered as:

1. What relationship do fads, fashions and styles have to the total inventory of business?
2. How do you decide what fads, fashions and styles to purchase?
3. How are fads, fashions and styles promoted?

A group of students volunteer to define and illustrate the following terms: fashion, style, design fad, classic style, high fashion, couturier, haute couture. To validate their ideas, fashion experts in business can be interviewed to determine if they agree with the definitions or clothing textbooks may be consulted.

Discount, moderate and high price department stores, boutiques and speciality shops might be compared for the types of clothing, fashions, and fads stocked.

Students take an informal inventory of their own wardrobes to determine how many fad items they own and how many classic styles are in their wardrobes. The class summarizes what makes clothing seem out of style.

7.4 Wardrobe Planning

COMPETENCIES	LEVEL I ACTIVITIES
LEVEL III 7.4 Appraises a wardrobe in terms of defined goals and indicates in writing what modifications or changes will be made when money and/or time are available. (DECISION MAKING)	7.4 (Not taught here)
LEVEL III Analyzes wardrobe of persons in various stages of family life cycle, and of individuals in a variety of life styles. (ECONOMIC AWARENESS)	

LEVEL II ACTIVITIES	LEVEL III ACTIVITIES
7.4 (Not taught here)	7.4 Each student lists some personal short-term goals and two long-term goals. In order to achieve these goals each student investigates what type of clothing may be needed. For example, a short-term goal might be to take a trip to San Diego in summertime. The student should investigate the type of clothing needed for the particular time of year, what activities might take place and what restrictions might be placed on amount of luggage, money, etc. A long-term goal might be to obtain a position as a secretary or an auto mechanic. Type of clothing worn for occupation should be determined. Each student writes two analyses sheets about himself/herself in which he/she defines and plans a way to accomplish short-term and long-term goals as related to clothing. If students do not want to analyze their own goals, case studies may be substituted. The teacher demonstrates use of separates and coordinates to create a multi-purpose wardrobe economically. Demonstrations, guest speakers, models, representatives from clothing stores, slides, overhead, opaque, or bulletin boards can be used for presentation. Each student takes an inventory of his/her wardrobe, using teacher defined categories, to ascertain what additions or modifications might be needed in terms of future goals. Reasons should be given for each item suggested, including accessories. Time permitting, the student might select pictures of items needed, with swatches of suitable fabrics attached. Accessories should also be chosen. Students answer "Introduction To Shopping Know-How" (Appendix 7.4).

7.4 Wardrobe Planning

COMPETENCIES	LEVEL I ACTIVITIES

7.4 Students try to find similar fashions in various price levels in high fashion magazines, women's magazines, catalogs, or in retail shops. Students attempt to determine fashion details that add cost to clothing. If possible, students, individually or in small groups, visit a store to verify conclusions.

Students study the family life cycle and identify clothing needs based on the development of self-identity, physiological changes and economic situations.

Students are shown pictures of people in various stages of the life cycle. Teacher leads discussion considering economic, personal development and physiological changes through life. (Mary Ryan's Clothing: A Study In Human Behavior is an excellent teacher's resource.) Various age levels can be interviewed to validate clothing needs.

By now students should be aware that one must play several roles and clothing needs change according to the roles assumed. Students examine clothing needs of the following people and analyze which clothes could serve one, two or more roles:

- Indian college student whose parents live on the reservation and who works part time in cafeteria
- industrial engineer in industry, husband and father of two small children, homeowner
- construction worker, married with teenage children, active in church
- cosmetology student, single and dates frequently
- retired man with limited income, golf enthusiast
- homemaker with young children, yard and garden, husband is involved in local politics

7.5 Functions of Clothing

COMPETENCIES	LEVEL I ACTIVITIES
LEVEL III 7.5 Analyzes orally, visually or in writing the functions of clothing. (ECONOMIC AWARENESS)	7.5 (Not taught here)

LEVEL II ACTIVITIES	LEVEL III ACTIVITIES
7.5 (Not taught here)	7.5 Teacher leads a class discussion on the various functions of clothing. Visuals and actual articles of clothing are used. Protective functions of clothing are: - insulation against heat or cold and increase thermal comfort - safety device in recreational and occupational activities (hard hat, flammability of children's nightwear) - armor to shield the body from injury (boots from snakes, football shoulder pads and helmet, electricity linemen's gloves) - portable shelter in recreational and occupational activities (e.g., scuba gear, ski clothes, space suits, raincoats and umbrellas) - ability to allow movement or restrict it (protective clothing for sports) - conformation to moral codes Students, working individually or in pairs, create or design a garment for a specific protective purpose. (See "Designing Functional Clothing" by Susan M. Watkins in Journal of Home Economics, November, 1974.) OR Students could write a description of a garment or research the needs for a specific garment for the physically handicapped, specific sport, or a hobby. The students view a teacher presentation on social functions of clothing illustrating the following: - Clothing conformity to group standards aids individuals in identification and communication.

7.5 Functions of Clothing

COMPETENCIES	LEVEL I ACTIVITIES

LEVEL II ACTIVITIES	LEVEL III ACTIVITIES

7.5

- Silent language of clothing projects individual's identification in society.
- Occupation or social role may be projected to others.
- Sex identification may sometimes be determined by clothing, but similar items are frequently worn by both sexes. Discuss and show examples of unisex clothing.
- Status in a particular group may be determined by clothing to both members and non-members.
- Ritual symbolism is portrayed to those within and outside the group.
- Age range may be determined by clothing but our society has flexibility in acceptance of the same type of clothing for all ages.
- Impressions made through clothing may not be perceived in the manner one desires.
- Impressions made by appearance and dress may have great impact in limited contact situations and may change with continued contact.
- Students as a group develop a slide/tape program depicting social functions of clothing.

Teacher finds pictures (snapshots of persons they know, famous persons or persons about whom some biographical information is given), covers their faces and asks students questions, e.g.:

- What kind of personality does this person have?
- What activities would this person enjoy?
- Where would you most likely find this person?
- Where would you least likely find this person?
- Describe the first impression of this person in adjectives.
- Speculate on this person's type of employment.
- Sex of individual
- Status of members in group picture
- Age of individual

Appendix 7.22

CASE SITUATION

The Jones family is going to be living in a remote area (no electricity or gas) of South America or Africa (you may choose the specific place) and the company suggests that they take clothing for two years. They have $1500 to spend. They must buy their entire supply because a fire destroyed their clothing two weeks ago. In choosing the clothing, the styles must be appropriate for the two-year time span.

The family members are as follows:

Mr. Jones, 35, who works in a supervisory position.
Mrs. Jones, 32, who will be teaching at the company employee school.
Tommy, 5, who may go to school part time.
John, 7, who will be attending the company school.
Grandmother Jones, 65, who will run the household and care for the children.

The company has given them scanty information so you need to find out:

(a) cultural clothing customs. (You must not offend people because of public relations.)
(b) method of laundering.
(c) climate and season changes (mildew may be a problem in some areas.)
(d) local clothing that may be practical in some situations.

Students look in catalogs, newspapers, National Geographic magazines, encyclopedias, etc., to find the information and come up with a wardrobe for each family member including fabric, color, and (if possible) amount of each item. Pictures are used when available in presenting the idea to other class members.

Appendix 7.4

INTRODUCTION TO SHOPPING KNOW-HOW

1. How do you plan your wardrobe?

2. How are personal values reflected in the clothes you wear?

3. What factors determine the selection of the clothes you buy or wear?

4. Who pays for your clothes? What portion of your clothes are paid for by money you earn?

5. Who launders and irons your clothes?

6. What do you do in the way of repairing your clothes?

7. What articles have you purchased and never worn?

8. What would you like to know about buying and caring for clothes?

9. What information is available about fibers and clothing care?

Topical Outline

8.0 Clothing Consumer in the Marketplace

- 8.1 Influence of the Consumer on the Marketplace
  - 8.11 Changing Roles
  - 8.12 Teenage Market
  - 8.13 Shopping Trends
    - -Shoplifting
    - -Recreational Shopping
    - -Bargain Hunting
  - 8.14 Purchasing Power
  - 8.15 Shopping Behavior
    - -Attitudes and Motivations of Consumers
    - -Informed Consumer
    - -Method of Payment
    - -Merchandise Returns
- 8.2 Influence of Business on the Marketplace
  - 8.21 Type of Enterprises
    - -Profit
    - -Non-profit
  - 8.22 Company Policies
  - 8.23 Advertising and Promotion
  - 8.24 Type of Stores and Locations
  - 8.25 Consumer Credit
- 8.3 Nation's Economy and Its Influence on the Marketplace
  - 8.31 Trends in the Business Economy
  - 8.32 Resource Availability and Scarcity
  - 8.33 Labor Costs
- 8.4 Governmental Influences on the Marketplace
  - 8.41 Regulations on Business (Laws)
  - 8.42 Changing Roles of the Consumer in Governmental Actions

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8.0 Clothing in the Marketplace
8.1 Influence of the Consumer on the Marketplace

COMPETENCIES	LEVEL I ACTIVITIES

8.0 NOTE TO TEACHER: J. C. Penny Company has excellent resource material on the areas of Impulse Buying, Decision Making, Advertising, and Values that can be effectively used in this unit. (FORUM, Fall/Winter, 1968 and INSIGHTS INTO CONSUMERISM, Understanding Advertising, Spring/Summer, 1973). Also the booklet, Consumer Education in an Age of Adaptation and Our Economic System from Sears & Roebuck Company has many learning activities, but even more importantly, the vocabulary and economic concepts presented, provide direction.
If possible, the publication, Consumer Education Modules, A Spiral Approach, the project completed in North Dakota, may be obtained from the Supt. of Documents, for the total approach to consumer education. The case situations and other learning and evaluative activities can be very helpful.

The guide, Consumer Education and Management, has usuable ideas and materials which can be used in teaching this unit.

ALL LEVELS

8.1 Analyzes the trends in consumer buying which affect the marketplace. (ECONOMIC AWARENESS)

8.1 Activities 8.11 - 8.15 are designed to meet this competency.

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LEVEL II ACTIVITIES	OR	LEVEL III ACTIVITIES

8.0 The following two experiences listed below are planned to give students an overall view of the consumer in the marketplace.
The teacher plans with the class to carefully survey individuals of different ages and occupational levels to determine clothing consumer habits. Students must not reveal names when reporting to the class. (See Appendix 8.0). The groups to include should be males and females in these age categories: Teenagers, Young adults, Middle-aged adults, and Senior citizens. The class carefully compiles the data collected and decides how different age and occupational groups have varying consumer clothing practices.

Selected class members invite a panel of three middle-aged and three senior citizens of different sexes and cultural backgrounds to the class to report on how their clothing consumer practices have changed over the period. Some questions that might be discussed by them are:

1. During what period(s) of your life have you used the most clothing?
2. How have changes in your life style affected your clothing consumer practices?
3. Do you ever return clothing purchases? If so, what has happened when you did return items?
4. Has your purchasing power changed over the years? If so, what has caused the changes?
5. Has the national or local economy had any affect on your clothing practices?
6. How did your occupation affect your clothing practices?
7. Did teenagers influence the market place when you were young?
8. Was shoplifting a problem for businesses twenty-five years ago? If there was some, how was it handled?
9. If you had children, what standard of dress did you try to maintain for them?
10. Have roles changed since you were young? If so, how have clothing practices changed?
11. Have the attitudes of sales personnel changed over the years? If changes have been noted, why might sales personnel be different now?

8.1 Activities 8.11 - 8.15 are designed to meet this competency.

8.1 Influence of the Consumer on the Marketplace
8.11 Changing Roles
8.12 Teenage Market

COMPETENCIES	LEVEL I ACTIVITIES
LEVEL I 8.11 Interprets orally changing roles of individuals which influence the marketplace. (ECONOMIC AWARENESS) LEVEL II or III Examine and explain the changing roles of individuals which influence the marketplace. (ECONOMIC AWARENESS)	8.11 Student comittees are assigned observation and interviews to do and results are reported back to class. These observations should include what differences there are and why these differences exist: -Persons dressed for work and the same person at home -Women shopping with young children and women accompanied by teenagers -Individuals on the golf course and those who are fishing or camping -Older persons at church and individuals less than thirty -Teenagers at a sporting event and at a wedding -Young girls shopping in a bridal shop and those in a sportswear department The class discussion following the observations and interviews should center on such questions as: -How do the roles persons wish to portray influence these consumers in the marketplace? -Does age range seem to influence what the consumer is wearing? -Does type of activity seem to make a difference in what individuals are wearing? -What have you learned from the survey about consumers' clothing practices and how these practices affect what is for sale in the marketplace?
LEVEL I 8.12 Describes orally the influence of the teenager on the marketplace (ECONOMIC AWARENESS) LEVEL II Analyzes the influence of the teenager on the marketplace (ECONOMIC AWARENESS)	8.12 A panel of business persons discuss the ways in which the teenage market has affected their stores' merchandising policies. Questions to ask are: -What clothing does your store stock? -How is the decor designed to appeal to teens? -What type of sales are offered? -Do you advertise to appeal to teens?

LEVEL II ACTIVITIES	OR	LEVEL III ACTIVITIES

8.11 Students view a display of pictures showing the roles of males and females as teenagers, young adults, middle-aged adults and older adults in a variety of activities and roles from fifty years ago, twenty-five years ago and the present. The following questions may be considered for discussion:

-What predominant role did women play fifty years ago, twenty-five years ago?
-How did these roles change?
-What roles do men assume today which they would not have considered twenty-five years ago?
-How has modern society changed the roles of middle-aged and older citizens?
-How have leisure time activities changed?
-What work roles have changed?
-What effect have these changing roles had on consumer buying trends?
-How has the market changed to meet these needs?

8.12 Students research trends in the teenage market.

-Will the teenager always influence the market?
-What factors could shift this influence to another age group?
-What implications are there for teens in buying in a marketplace which is making the most of its appeal to their age group?
-Will there be more or less goods available from which to make purchases because of the teenage emphasis?
-What problems can be identified with catering largely to a teenage market (e.g. unemployment of teens, fads change, age distribution in society shifts)

COMPETENCIES	LEVEL I ACTIVITIES
	8.12 (continued)

An anonymously written class survey is taken on:
-Do you shop without a parent along? __Yes __No
-Do you earn part of your clothes money? If so, approximately how much do you earn? __ Over half? __ Half? __ Less than half?
-Who goes shopping with you? __ Nobody? __ A friend? __ An older brother or sister? __ A parent sometimes?
-Are there certain places you prefer shopping? __ Yes? __ No? If yes, why do you like to shop there:
__The establishment carries a variety of clothes for teenagers
__The decor is attractive
__The personnel are nice
__The prices are what I can afford
__The clothes have style
__The establishment is near where I live

Now go back and double check those that influence you most in where you shop.

-Do you make any of your clothing? If so, how many of them do you construct? __ About all of them? __ Half of them? __ Occasionally make something?

A summary of the questionnaire results is done by the teacher or a committee of students and the following points are discussed.
-Do you help influence the marketplace?
-What factors are most important to you in deciding where to purchase clothing?

LEVEL II ACTIVITIES	OR	LEVEL III ACTIVITIES

8.13 Shopping Trends
-Shoplifting
-Recreational Shopping
-Bargain Hunting

COMPETENCIES	LEVEL I ACTIVITIES
LEVEL I 8.13 Identifies shopping trends which affect the consumer market including recreational shopping, bargain hunting, and shoplifting. (ECONOMIC AWARENESS) LEVEL II or III Examines and explains to others how shopping trends affect the consumer market including recreational shopping, bargain hunting, and shoplifting. (ECONOMIC AWARENESS)	8.13 Students survey other teens using the following questions: -Do you buy clothing for special recreational activities? If so, what kind do you buy? -Do you ever buy recreational clothes through the catalog? -What type of stores seem to carry the most recreational clothing? Students study ads in their local newspaper(s) to determine what kind of sales are offered, and then students volunteer to try to shop for specific items listed for sale. The findings are reported to the class. If possible, students shop the same establishment to see if prices change in two weeks. Sale catalogs can be compared to regular issues if shopping in the market is not possible. One group role plays the following: A customer comes into a store to supposedly buy a shirt. He has a box under his arm and another large pack. He inspects the shirts, socks and ties and eventually leaves the store. Later a clerk realizes that two shirts, three ties, and three pairs of socks are no longer on the counter where the customer had just been. The clerk calls the manager and reports the incident. Later the customer returns to the customer services desk to return the merchandise which he indicated was purchased. The customer wants his money returned. Students make up their own ending to what happened.

LEVEL II ACTIVITIES	OR	LEVEL III ACTIVITIES

8.13 One student committee interviews a representative number of business merchandisers to determine how actively the establishment seeks consumers to buy recreational equipment and clothing. While in the establishment, students study promotional displays of recreational goods. Students may even observe the number of customers that stop and study the display and/or purchase the products.

Another group of students may decide to study consumers on a sale day and determine how consumers bargain hunt. They may even decide to interview a representative group of adults to find out their reaction to sales. A comparison might be made between age levels--teen-agers, young married, parents of preschoolers, middle-aged individuals and senior citizens. If the students encounter consumers who do not attend sales, they should determine why they don't shop at sales.

The third group of students study the problem of shoplifting. Police officials are interviewed to find out the penalties for shoplifting, whether or not the offense is listed on a permanent record and how many convictions are made monthly. Store managers or owners are also interviewed to determine how much it costs the establishment because of shoplifting and how the cost is passed on to consumers. The culminating experience of the committee's work could be the development of a skit, "Why You Shouldn't Shoplift."

All three committees summarize their findings and report back to the class or share their findings with a business or social studies class.

8.13 Shopping Trends
-Shoplifting
-Recreational Shopping
-Bargain Hunting
8.14 Purchasing Power

COMPETENCIES	LEVEL I ACTIVITIES
	8.13 (continued) Did the "customer" receive money for the stolen goods? Or, did the "customer" get caught? What are the penalties for shoplifting merchandise? A store manager is asked to talk with the class regarding store policy on shoplifting and whether they prosecute offenders. He also discusses costs which are ultimately passed to the customers as the result of shoplifting.
LEVEL II or III 8.14 Explains how the purchasing power of the consumer affects the marketplace. (ECONOMIC AWARENESS)	8.14 Students survey others at school to determine from what sources do they receive money for clothing and accessories expenses. The survey might include the following sources: Family budget, money earned at home through doing family work, babysitting, work away from home, gifts, and other. In class, students identify sources of money for clothing which were most identified. Students discuss alternatives when money resources are limited. Some alternatives which may be included are making own clothes, shopping at sales, utilizing thrift shops, organizing a swap shop with friends, or remodeling old clothes. As a class, organize a swap shop in which students bring to class clothes of which they are tired of or have outgrown. A minimum price can be paid by all to enter into the swap. OR: A remodeling fair can be held where each person brings some garments for which others design a new style or garment. OR: A field trip is taken to a thrift shop where students each purchase garment(s) which they will use as they are or will remodel in class. A contest might be held to encourage creativity of

LEVEL II ACTIVITIES OR LEVEL III ACTIVITIES

8.14 Note to teacher: Collect newspaper articles which indicate trends in consumer purchasing power. Read consumer sources such as OUR ECONOMIC SYSTEM from Sears.

Students compare with individuals younger or older than themselves to find out the purchasing power they have to buy clothing at the particular time (e.g. the capacity of the individual to purchase in relation to his/her income will vary according to employment, discretionary income available for the person to spend and ability to use credit). A comparison of purchasing power is made between individuals that do or do not work. A small committee interviews managers of enterprises which sell clothing to determine what factors affect consumer purchasing power (e.g. seasonal fluctuations, employment trends, ages of individuals, expectations and availability of goods). The class members brainstorm on how individuals can expand the purchasing power of the family clothing dollar (by demanding quality, caring for clothing, reading labels, resistance to fads, and buying of necessary items, paying cash for clothes, home production and analysis of advertising). The class contacts the Consumer Affairs Office in the Attorney General's Office for a resource speaker or materials to discuss the "power of the consumer," the recourse that consumers have when problems arise with purchases. The class then discusses the role individual consumers have in expanding the purchasing power of all individuals.

The class publishes a flyer to be distributed to a selected audience or work with a local department store on putting out a pamphlet, "More Satisfaction For Your Clothing Dollar."

COMPETENCIES	LEVEL I ACTIVITIES
	8.14 (continued) Students discuss the total family budget, including all items in relation to money resources available for the entire family's clothing. List as a group, all the major fixed expenses of the family, then the incidentals. As a group, decide approximately how much of an average family budget would be allocated for clothing. If the family had four members, how much would be available for different members? Would the ages of the family members make a difference? What other circumstances could enter into the decisions about what portion of the clothing dollar was allocated to the teens in the family? Committees of "buyers" are formed to investigate types of sales being held and its authenticity. A periodic report may be made to show frequency of types of sales and their authenticity. Students discuss in class where bargains in clothing can be found. -In what stores do they shop? -How could sales be utilized? -How would they determine what item to buy? -What would determine when they buy clothing?

LEVEL II ACTIVITIES	OR	LEVEL III ACTIVITIES

8.15 Shopping Behavior
-Attitudes and Motivations of Consumers

COMPETENCIES	LEVEL I ACTIVITIES
LEVEL I 8.15 Explains how shopping behavior of consumers in attitudes, acceptance of fashion trends, method of payment and merchandise returns affects the marketplace. (ECONOMIC AWARENESS) LEVEL II or III Analyzes shopping practices of consumers can use to effectively utilize the marketplace, including decision-making. (ECONOMIC AWARENESS)	8.15 Students read the case study (Appendix 8.15) to identify how customer attitudes and acceptance of fashion trends cause changes in the marketplace. Students complete consumer survey, "What Do You Do," Age of Adaptation, Sears, p. 82. After completion of the survey, students discuss planning purchases. Class identifies types of clothing purchases, the time of year and special occasions for which a plan could be established. Each student then develops a clothing plan for a year for their own wardrobe needs. Students roleplay two types of shoppers. One shopper is dressed in a torn shirt, with one button missing, dirty cutoffs and without shoes. The other is dressed in a neat pair of pants and shirt. A salesclerk waits on each, showing displeasure with the person dressed in cutoffs and more pleasure in helping the neater dressed individual. The class analyzes why salesclerks dislike waiting on people not neatly dressed. What would the disadvantage be to the customer not neatly dressed? A second group of students roleplays one shopper who is very rude to the salesclerk and another who is very polite. The polite shopper also asks knowledgeable questions of the salesclerk. The class then analyzes which shopper had a better opportunity to make a more satisfactory purchase.

8.15 Bulletin Board: A circle is used with arms showing the various "pulls" on a consumer to buy. The circle is labeled, "The Consumer," and the arms say: available credit, family, advertising. The board is referred to in teaching these forces. Students make an informal study of the underlying motives for purchases of a specific garment. Reasons are given that come to mind first and consideration is made of possible hidden or subconscious motives. The question is asked, "Would you spend your money again for the same item?" Garments are brought to class and ideas are shared on whether or not the motives for buying them were sound.

NOTE TO TEACHER: Read Tauber, "Why Do People Shop" in The Consumer in American Society: Additional Dimensions or Kefgen, Individuality in Clothing Selection and Personal Appearance on consumer behavior in the marketplace. (See bibliography)

The teacher gives to the class a presentation on consumer behavior, including motives for shopping which may be:

- -diversion or recreational activity
- -self gratification
- -learning about fashion trends
- -sensory stimulation from feeling new textures and experiencing new smells and sounds
- -communication with peers
- -pleasure in bargain hunting
- -desire for attention
- -real need for product
- -status with peers
- -comfort or health reasons
- -need to be fashionable

The teacher also has the class decide what an informed shopper is more likely to do. Some ideas that will probably emerge are:

- -plans for purchases
- -gives sales personnel accurate information
- -studies labels
- -examines construction of products
- -has knowledge of fabrics
- -shops comparatively
- -knows quality
- -demands satisfaction for defective merchandise
- -understands use and costs of credit

Each class member takes two of his/her recent clothing purchases--one successful, another unsuccessful and analyzes what the motives were behind the purchases. Were they different in each situation? How did the individual feel (e.g., happy, angry, depressed when each purchase was made)? Refer to Kefgen, Individuality in Clothing Selection and Personal Appearance.

Each person takes an inventory of his/her wardrobe to determine what clothing is not being worn at present and decides what motivations are behind the discarding of wardrobe items or whether or not different shopping behavior would or would not have prevented the discarding of wardrobe items.

COMPETENCIES	LEVEL I ACTIVITIES
	8.15 (continued) A teacher-made display of ready-made garments with hang tags and labels is viewed by students to observe the following: What can be judged about the quality? What is available for assistance in judging? What information about the garment is found on the label or hang tags? After students have observed the display items and answered the questions, a discussion about the types of information available for the consumer is discussed. Points include: Fiber content, care instructions, and other types of information found on hang tags and labels. Students view teacher demonstration of judging quality in a shirt, pants and skirt. Illustrations may accompany demonstration which point out characteristics of a well constructed garment. Students with the teacher brainstorm current fads. After several are identified, students identify the difference in the time span a fad is "in style" and the time span of an item "in fashion." Students discuss what type of quality might be sought in a fad. Why might it differ from the quality desired in a fashion? Students as individuals visit various stores and make lists of items they consider to be fads. Items are comparatively priced and analyzed for quality. In class, students discuss findings. Students brainstorm on sources of information on fabric and/or clothing items. After the session, committees should be formed to evaluate the

8.15 (continued)

A panel of different age range persons (college students, young married parents of school age children, and retirees) are brought into the classroom to discuss such questions as:

- -What motivates you to buy or make clothing?
- -Have you always had the same motivations at different times in your life?
- -Have you found that you display different shopping behavior dependent upon your mood at the time?
- -Do you make better selections when you are alone or with someone? If with another person, who helps you make the most objective judgment (e.g., relative, friend, spouse, etc.)?

A class survey is taken on: How many persons return merchandise? For what reasons are clothing items returned?

At least three employees of establishments which carry clothing are asked to be on a panel. HERO students that work may be on the panel, but at least one older person should be included to answer the following questions:

- -Does the appearance of a customer have any effect on you?
- -Does the age of a customer influence your attitude as a salesperson?
- -If a customer is discourteous and/or demanding, how do you feel?
- -Does your company have definite policies about accepting merchandise returned? If so, what are they?
- -Can you assist a customer more easily if they give you specific information about what they wish to purchase?
- -How does your establishment handle shoplifting?

The class divides itself into small groups and each group selects a type of establishment (department store, specialty shop, discount, variety store and boutique) that sells clothing. Each student observes at least one male and one female shopper to see if he/she can identify what motives are used by each of the shoppers. Also, careful notice is taken of the questions asked, whether or not the shopper examines labels, garment construction, and seems to know what is wanted in terms of size, type of fabric, and style.

The results of the observations are compiled and summarized and a comparison is made of the consumer behavior of shoppers in certain types of establishments with others in different types of stores. Individual behavior is also compared. The class decides how consumers need to improve their behavior in the marketplace.

Out of the experience, students compile a fact sheet, "Shopping Tips for Smart Shoppers" which may be shared with other teenagers or adults. The sheet can also be a stuffer which can be distributed by establishments selling clothing.

COMPETENCIES	LEVEL I ACTIVITIES
	8.15 (continued)

sources:

- -Educational materials published by companies
- -Advertising in mass media
- -Consumer reports
- -Popular magazine articles
- -Hang tags and labels
- -Department store consumer service

Along with this investigation of consumer information, a committee could determine the type of services provided by the department store, chain discount store, specialty shops, mail order houses and variety stores. The disadvantages of each type of business should also be reported back to the class. Students hear a salesperson or clerk who receives returned merchandise describe the problems involved with shoplifted items and worn items. Students then discuss when merchandise can be returned.

8.2 The activities listed below are designed to fulfill competency 8.2.

8.21 The class lists all the types of enterprises which sell clothing and list them under profit or non-profit columns. The list might be like this:

Profit (Private or personal benefit)	Non-profit (Public or charitable gain)
Department stores	Thrift shops (Goodwill, Salvation Army, Desert, etc).
Discount stores	Church bazaars
Specialty shops	F.H.A. swap sales
Company stores	Organization sales (women's clubs, social organizations, etc).
Catalog sales	
Boutiques	Rummage sales
Door-to-door sales	Cooperatives
Factory outlets	"Garage" sale
Swap and Shop	
Variety stores	
Drug stores	
Used clothing shops	

As much as possible, the teacher or the class members attempt to find out the percentage of mark-ups on clothing for each type of establishment. The class then analyzes how much of the mark-up is net profit for the enterprise. Reading the article, "Them", in the publication, Our Economic System, from Sears, will assist students to understand profit enterprises. These questions might be answered:
-Would enterprises stay in business if they didn't make a profit?
-Do stockholders expect a profit if it is a corporation?
-Why do enterprises mark down clothing at certain times?
Students volunteer to work or observe at rummage sales, F.H.A. swap sales, or other non-profit enterprises to determine what kind of money is made from the sale of clothing to consumers. After the experience, the class answers the following questions:

8.21 Types of Enterprises
8.22 Company Policies
8.23 Advertising and Promotion

COMPETENCIES	LEVEL I ACTIVITIES
	8.21 (Not taught here)
LEVEL II or III 8.22 Explains how company policies can influence the marketplace. (ECONOMIC AWARENESS)	8.22 (Not taught here)
LEVEL II or III 8.23 Interprets the role of advertising and promotion in informing and influencing the consumer. (ECONOMIC AWARENESS)	8.23 (Not taught here)

8.21 (continued)

-Do the non-profit enterprises influence the cost of clothing purchased at profit enterprises?
-What are the costs involved in running a non-profit enterprise?
-Is labor a usual cost for a non-profit enterprise?
-What are some of the problems in running such an enterprise?

Comparable garments are analyzed in terms of quality in profit and non-profit enterprises. The class then determines what are the advantages and disadvantages from buying from each type of enterprise.

8.22 HERO students who work in clothing enterprises are interviewed to determine how company policies affect the cost of clothing sold in establishments (e.g. turnover of inventory, policy on returnables, maintenance of a particular decor, profit sharing with employees, quality control, etc.) Managers of a corporate enterprise and an individually owned enterprise are asked to be resource persons to speak in class on company policies and their relationship to goods offered to the consumer.

8.23 NOTE TO TEACHER: Obtain A Basic Teaching Kit on Consumer Advertising from Proctor and Gamble or The Marketplace from Changing Times. The book, Fashion Sales Promotion is an excellent source for the teacher.

The class uses the kit, A Basic Teaching Kit on Consumer Advertising or the unit, The Marketplace, or the teacher does a presentation on the functions of advertising including the use of the media, displays and fashion shows. J. C. Penney also has a kit on advertising.

A number of advertisements from a variety of newspapers, magazines and direct mail advertisements are gathered, and the class analyzes the differences in advertising from a variety of department stores, specialty shops and discount stores. The quantity of advertisements of the various types of establishments is counted and the quality of the ads noted. Mail order illustrations are also studied. A telephone call is made to the newspapers where the advertisements appear to determine the costs. A letter is also written to fashion magazines to find out the cost of advertising.

A class discussion follows the information gathering activities and the following questions are considered:

-Is the quality of the advertising the same for all the enterprises?
-What type of information is given in the advertisements?

COMPETENCIES	LEVEL I ACTIVITIES

8.23 (continued)

-Are symbolic pictures or photographs of real objects used?
-Are fad or classic fashion items advertised?
-Is the quality and the type of ad the same for all enterprises?
-How might the quality of the advertising influence the customers to buy?
-Will the cost of advertising be reflected in the cost of clothing?

The class members volunteer to observe television or listen to the radio for fashion items advertised by the various establishments. Advertising by the media is compared in cost and effectiveness with newspaper advertising and questions are discussed such as these:

-Are the different forms of media equally effective?
-What type of enterprises use the various forms of media?
-Do they use network or spot advertising more?
-Are national brands advertised more than other brands of fashion items?

The class is divided into small committees, and they develop an advertisement to be presented to the total group. The class then votes on the best one in terms of being informative, having appeal and attention-getting.

Store windows and interior displays (showcases, counters, environment, wall, ledge, etc.) are studied by class members to determine the effectiveness of displays as promotional devices for various types of enterprises. Special note is taken of:

-The application of the art principles (e.g. balance, proportion, etc.)
-The use of space.
-The use of lighting.
-Color as motivating force
-The location of the various types of displays.
-The functional props which are used to emphasize merchandise.
-The background for the displays.
-Timeliness of the display.
-Cleanliness and order of the area.
-Simplicity of the arrangement (e.g. uncluttered).
-Prices (displayed on the merchandise).

8.23 Advertising and Promotion
8.24 Types of Stores and Locations

COMPETENCIES	LEVEL I ACTIVITIES
LEVEL II or III 8.24 Identifies different types of stores and the merchandise and services offered by them. (ECONOMIC AWARENESS) (CAREER AWARENESS)	8.24 (Not taught here)

8.23 (continued)

After class members have surveyed the various types of establishments, a discussion is held on:
-What are the differences in the kind of displays found in each type of establishment?
-What type of establishments have the most attractive displays?
-Which displays seem to have the most promotional appeal?
-Do displays have any relationship to cost of consumer goods?

Some class members may decide to try developing some displays either on paper or in actuality. The total class critiques them.

8.24 Class members brainstorm adjectives which describe images of establishments which sell clothing in the area. Names of stores are not mentioned with the adjectives. Words that may emerge are "high fashion," "thrifty," "family-oriented," "conservative," "career-oriented," "crowded," "up-to-date," "ultramodern," and others. After students finish brainstorming, class members attempt to identify the establishments by the adjectives, and the student who suggested the word confirms the guess as right or wrong.

The class is divided into committees and each group selects a type of establishment or a particular store to research. Stores that sell fabric, patterns and notions should be included. The following should be observed for boutiques, factory outlets, department stores, discount stores, specialty shops, etc.:
-outside appearance of the store
-location, parking space and accessibility to public transportation
-appearance of the inside, including fixtures, lighting and the general decor
-type of wrappings used by store, including whether plain or with printing on them
-dress of the store personnel
-brand names carried by establishment
-price range and quality of selected items--shirts, tailored blouses, jeans and slacks
-typical dress and overall appearance of customers
-services offered to customers, including credit options, delivery service, lay-a-away plans, shopping service, etc.

The committees report back to the class on what was observed and attempt to answer these questions:
-Do stores attempt to establish an image?

8.24 Types of Stores and Locations
8.25 Consumer Credit

COMPETENCIES	LEVEL I ACTIVITIES

LEVEL II or III

8.25 Comprehends consumer credit available and the cost to consumers of various types of credit.
(ECONOMIC AWARENESS)

8.24 (continued)

-If so, what measures do they use to project such an image?
-Is the overall appearance of the store related to the cost of clothing?
-Are the services offered by the establishment related to the cost of the merchandise?
-Can certain types of establishments be expected to provide a certain type of merchandise and offer specific services?
-How would working in the various types of establishments vary?
-Where would you prefer shopping and why?
-If you were applying for a job, where would you prefer working and for what reasons?

A manager of an independently-owned store and one from a corporate-owned store come to class on different days and are interviewed about the image desired by the establishment she/he represents, including the source of display themes and other items which convey an image.

8.25 The credit manager or his/her representative from a nearby establishment comes to the class to explain consumer credit available. He/she answers such questions as:

-Does your store use bank credit cards? If so, what is the cost to the store?
-What credit options are available to your customers and how do they work?
-What restrictions are there on granting credit (e.g. unemployed, teenagers, etc.)
-What must an individual do in order to apply for credit?
-How is credit risk checked?
-What is the real cost of credit to consumers and how is this cost revealed to them?
-Since clothing items are expendable compared to appliances, what is done, if anything to recover merchandise from delinquent credit accounts?
-How are delinquent credit accounts handled?
-Do unpaid accounts add to the clothing costs paid by all consumers? If so, how?
-Is the credit amount extended the same for all customers? If not, what differences are there?

A bank representative comes to the class to explain the use of bank credit cards unless the class is well-versed in their use.

A finance company representative comes to the class on another day and explains the operation of loaning money. The question is asked whether or not money is loaned for the purchase of clothing? If so, under what circumstances is this done? What are the costs involved?

8.25 Consumer Credit
8.3 Nation's Economy and Its Influence on the Marketplace

COMPETENCIES	LEVEL I ACTIVITIES
LEVEL II or III 8.3 Comprehends how the nation's economy influences the marketplace. (ECONOMIC AWARENESS)	8.3 (Not taught here)

8.25 (continued)

The class suggests other methods for paying for clothing items: credit union loans, exchange of services such as cleaning house for mother or sister who sews. The class discusses the advantages and disadvantages of each method. (See Fetterman, Consumer Credit.)

Small groups of students analyze the case studies below to decide which method of purchasing clothing might be preferable:

- -A college student who is employed ten hours a week and has a limited income from parents
- -A retiree who lives on a limited retirement income
- -An engineer who has just graduated from college going to a new position which requires a wardrobe of suits and dress slacks
- -A doctor who is going on a month's vacation and who needs to buy a variety of sports clothing
- -A young mother who wants to look nice for a party sponsored by her husband's company but has limited resources

Students compare total prices of several articles of clothing assuming different plans of payment. The class then summarizes some general rules for using credit in the purchase of clothing. These suggestions may be shared with other students or outside groups.

8.3 Class members list all of the incidents that they can remember where one segment of the economy affected another segment, thus indicating the interdependence of businesses. A few examples might be:

- -strike in one construction craft frequently stops work of another craft and house-building comes to a standstill
- -poor grain harvest in Russia may cause prices of bread and cereal products to rise in the United States
- -rising petroleum costs affects the cost of clothing made from synthetic fabrics
- -restrictions on killing wild animals and reptiles (e.g. leopards, beaver, alligators) produces price rise in natural furs and increased production of synthetic furs
- -high unemployment or strike in the copper mines reduces amount of sales for businesses in mining community, especially for less essential items such as clothing

Each class member goes home and interviews adults to find other examples of how the nation's economy and interdependence of businesses affect the marketplace.

8.3 Nation's Economy and Its Influence on the Marketplace
8.31 Trends in the Business Economy

COMPETENCIES	LEVEL I ACTIVITIES
LEVEL II or III 8.31 Describes trends in business and their effect upon the marketplace in bringing goods and services to the consumer. (ECONOMIC AWARENESS)	8.31 (Not taught here)

8.31 (continued)

Some class members survey other students and adults to find out the increased or decreased costs of some common clothing products of particular brand names, such as Levi's, Keds, T-shirts. The class determines what has made the costs inflationary. If manufacturers of clothing are located in the area, an interview may be arranged to find out why prices have risen according to the manufacturer's point of view.

A clothing buyer of a department store is interviewed by a class member or an employed HERO student determine how many clothing products are purchased from foreign countries. Reasons for these purchases are given and the major sources of the clothing or textile products are indicated. The class reads the essay, "Why Companies Do Business Abroad," from Our Economic System.

Students do a comparison of like products that are foreign-made and manufactured in the United States. Conclusions are drawn as to cost, quality and appearance.

8.32 Students interview adults who were living during the time of World War II and determine what scarcities there were in clothing and textile products (e.g. nylon hose, rubber girdles, shoes) and the reasons for the scarcities.

Students try to remember when new fad items have been introduced and whether or not they were readily available or scarce items. Also, does the price vary when the fad item is first introduced and later in plentiful supply?

Students go to the library to analyze advertisements in newspapers to see if there are differences in prices for seasonal items at the beginning and end of the season (e.g. winter coats, swimsuits, and shoes).

In a summarizing class discussion students should conclude that availability and scarcity of clothing and textile products affects the price paid by consumers.

8.33 A resource person from a manufacturing plant is interviewed or comes to the class to explain the rising labor costs which must be included in the wholesale cost of clothing and textiles.

The teacher may call the Amalgamated Clothing Workers of America Retail Division, AFL-CIO office and the International Ladies Garment Workers to find out the raise in pay and fringe benefits that have been

8.31 Trends in the Business Economy
8.32 Resources Availability and Scarcity
8.33 Labor Costs

COMPETENCIES	LEVEL I ACTIVITIES
LEVEL II or III 8.32 Identifies the causes of fluctuations in the availability of clothing. (ECONOMIC AWARENESS)	8.32 (Not taught here)
LEVEL II or III 8.33 Explains how labor costs affect the price of clothing and textile products.	8.33 (Not taught here)

LEVEL II ACTIVITIES	OR	LEVEL III ACTIVITIES

8.3 (continued)

Students take, "A Dollar and Sense Quiz" from Our Economic System. As a total class the answers are discussed and how the cost of clothing and textile products may be affected.

8.31 Newspaper and magazine articles are brought into class by the teacher and students on the current business economy and trends which are reflected in consumer prices. Some of the trends which may be reported are:

- -inflation
- -new product development
- -increases in labor costs
- -corporate profits higher or lower than usual in some industries
- -automation increasing
- -world trade increasing or decreasing, dependent upon industry
- -tax increases

The class then discusses how these trends may cause price fluctuations in consumer goods, paying special attention to the effects on clothing and textile products.

The class views the film, Age of Specialization, to understand how businesses are specialized and how one business is dependent upon other businesses to use the products manufactured by them.

After reading, "The Magic of New Products," (See Our Economic System) students may volunteer to select a new product related to the clothing and textile field and research to determine:

- -the demand for the product
- -technology that made it possible
- -benefits to individual consumers and/or society
- -time and cost involved in the research and testing
- -jobs created by the new product
- -effects on the world market
- -other products made obsolete by the new one

The results of the new product library research are reported to the class.

The class views the film, Inflation, and summarizes how inflation is reflected in prices asked for clothing and textile products.

8.33 Labor Costs
8.4 Governmental Influences on the Marketplace
8.41 Regulations on Business

COMPETENCIES	LEVEL I ACTIVITIES

COMPETENCIES
LEVEL II or III

8.4 Analyzes the influence of governmental regulations on the marketplace.
(ECONOMIC AWARENESS)

LEVEL II or III

8.41 Explains how governmental regulations for business and consumer affairs affect the availability, the quality and the cost of clothing and textile products.
(ECONOMIC AWARENESS)

8.33 (continued)

awarded in the last year. A parent who works in the industry may come to class to give a similar report. The class also attempts to approximate the number of hours of labor in a blouse and shirt and figures the added cost in producing the garments.

The article, "Them," in Our Economic System gives a breakdown of the cost of a $50 garment. The class can then figure out the percentage labor costs compared to the total cost of the garment.

8.4 The following activities are designed to meet the competencies 8.4.

8.41 NOTE TO TEACHER: Collect labels which show implementation of the textile laws.

Students are given handout sheets with simple explanations of the legislation governing clothing and textiles. The major ones that should be included are:

-Fur Products Labeling Law, 1951
-Permanent Care Labeling Act, 1972
-Wool Products Labeling Act of 1939
-The Textile Fiber Products Identification Act of 1960
-Flammable Fabrics Acts of 1963
-Flammability Standard for Children's Sleepwear

Labels are shown on the opaque projector or transparencies are made of some labels. Students then attempt to guess which law(s) apply to the labels shown.

If students are interested, a committee or an individual student may research into why a particular law came into being (e.g. Flammability Standard for Children's Sleepwear was passed because of the large number of children who suffered burns in their sleepwear). Taylor and Troelstrup, The Consumer in American Society: Additional Dimensions, has excellent readings in the area.

Students survey friends and neighbors on their reaction to the use of permanently attached care labeling. Determine the following:

-Do they like permanent labeling?

8.41 (continued)

-Do they feel it is useful?
-Are they getting better results from their care practices?
-Do they have any suggestions for different terminology?
-Are the instructions complete?
-Do the labels carry the information they want and need?
-Do they demand labeled apparel and labels when purchasing fabrics?
-Do they sew labels in items constructed at home?
-Have they ever complained to the merchandiser when permanent care labels are missing? If so, how do they go about the process?

The class attempts to list all the government laws and regulations other than the ones previously mentioned with which businesses must conform which could add to the cost of clothing and textile products sold to the consumer. Some of them could be:

-Social Security
-Unemployment compensation
-Federal Trade Commission which regulates trucking and railroad industry
-Liability insurance
-Corporate taxes
-Environmental protection regulations
-National Bureau of Standards

The social studies teacher or the teacher of business law could assist the students in adding to the list.

A speaker from a retail clothing business should explain how his/her business conforms to the laws regulating how they may do business. The same speaker should also stress the responsibilities of the consumer in the care of consumer goods.

The class then identifies the agencies and devices which businesses have established in order to set standards and regulate themselves. Some of them that may be listed are:

-Trade associations (National Cotton Council, American Institute of Men's and Boy's Wear, International Silk Association, Irish Linen Guild, Man-Made Fibers Association, Wool Bureau)
-Better Business Bureaus

8.41 Regulations on Business
8.42 Changing Roles of the Consumer in Governmental Actions

COMPETENCIES	LEVEL I ACTIVITIES
8.42 Analyzes the changing role of the consumer in governmental policy-making.	8.42 (Not taught here)

LEVEL II ACTIVITIES	OR	LEVEL III ACTIVITIES

8.41 (continued)

-Testing laboratories
-Seals of approval

The students decide which of the agencies they know least about and wish to investigate. Special reports can be given on them or a committee may decide to look up information. If possible, a speaker can come to class to explain "policing of businesses" by themselves.

8.42 The teacher gives the class the quiz, "Consumerism in 1976" (See Appendix 8.42) to find out what students know about the role of consumers in bringing about governmental action for consumers' protection.

The teacher then presents the correct information (with updated figures if possible) on consumerism.

The class may decide to interview a member of the Arizona Consumer Council to determine what they attempt to accomplish.

Individual students may become interested in doing further research on one of the governmental or private agencies that works for consumers. A report is given to the class.

The bulletin board is kept current on consumer issues, with special attention given to items concerned with clothing.

Students may decide to form a consumer advocacy group to write to appropriate consumer agencies to ask for standard sizing of ready-made clothing. Other consumer problems may be of interest to students. This project could be a joint effort between home economics and social studies classes. "Guide to Federal Consumer Services" from the Superintendent of Documents for $1.75 can be helpful in implementing this project.

APPENDIX 8.0.

SURVEY OF CONSUMER CLOTHING PRACTICES

Please do not sign your name. You may choose to not answer any of the questions if you so desire. Your answers will remain anonymous. Check (✓) all answers that apply.

1. Sex
   ___Male
   ___Female

2. Age Range
   ___Teenager
   ___Young adult
   ___Middle age (40 or plus)
   ___Senior citizen (65 or plus)

3. Type of Family Unit
   ___Live alone
   ___Single with family
      ___Preschoolers
      ___School age child or children
      ___Teenagers
      ___A parent or parents
   ___Married with family
   ___Preschoolers
      ___School age child or children
      ___Teenagers
      ___A parent or parents
      ___Spouse only

4. Occupation, if employed_____

5. How do you obtain your clothing and accessories?
   ___Gifts
   ___Discarded clothing from friends and relatives
   ___Purchases I make
      ___New
      ___Used
   ___Clothing constructed at home
      ___By self
      ___By relative or friend

   From the categories above which do you use the most? (e.g. gifts, purchases, etc.)

7. The majority of the clothing I obtain is for wearing to:
___Work
___Recreational activities (e.g. golf, tennis, cheerleading, skiing)
___Social events
___School
___A variety of situations

8. Do you shop for clothing alone or with someone?
___Shop alone
___Shop with someone

If you shop with someone, who accompanies you? (e.g. friend, relative)

_____

9. Approximately how much per month is an individual do you spend on clothing, including accessories?
___$10 or less
___$25 or less
___$50 or less
___$100 or less

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10. When you buy clothing and accessories, do you usually:
___Pay cash?
___Buy on credit?

11. How do your clothing costs compare with other family members?
___Less
___About the same
___More

APPENDIX 8.15

WEST'S DEPARTMENT STORE

Al Trump, manager of West's, is quite concerned about this year's profit. He is reviewing the profits from the seasonal, end-of-the month, and special sales and determines that these are not producing the results he had hoped. The customers really didn't buy the big cloppy shoes and matching purses, even on sale. Nor did the men's shirts made of Taiwan silk in those vivid colors sell. What is the problem? Could it be that the customers were looking for better quality, or more ease of care? Or perhaps the styles, even though big across the U.S., weren't what these customers wanted. Returns on the merchandise had been high with complaints about the shirts shrinking and the shoes falling apart. If only he could identify why the customers weren't accepting the trends as West's had predicted. This week he was going to bring the buyers from ladies' and men's wear together and discuss new strategies. They must change their trends in the store to meet the demands of the prospective customers. If their customers would not follow the fashion trends, then West's would follow the desires of the customers! Perhaps the marketing and advertising division would need to do some research to find out the image and items desired by prospective customers.

Sallie Calente and Alberto Garcia were called to Al Trump's office to begin a marketing study. They indicated that the survey would be completed next week. After the survey was back, Al invited Maria Smith and Johnnie Hernandez, buyers for ladies' and men's clothes, to discuss with him possible changes in buying policy. They were excited about the changes as they, too, had seen the downward trends and were worried. After a lengthy discussion, the new appeal for the younger adult and another for the retired adult were set. Another emphasis was placed on camping gear and clothes go togethers. Also a higher level of quality in the merchandise was to be made available to customers. Final plans were established with the new image to be given with sneak preview sales in two months.

The time arrived for the sneak preview sale and the new image. Invited customers burst through the doors to view the new look. They were young adults, oldsters, and families. All bought eagerly the merchandise on display. They not only bought that which was on sale, but also other items which met their needs.

How did the consumers control what the department store sold? Do customers always follow fashion trends? What happens in businesses when customers do not buy? Did the customer through <u>not</u> purchasing have an effect on the store's policy on quality in the merchandise?

APPENDIX 8.42

CONSUMERISM IN 1976

Underline the answers that you think are the correct answers. If you don't know the answer, guess for it is not for a grade.

1. There were (10) (15) (39) or (59) departments or agencies of the federal government which provide specific services to consumers.

2. There were approximately (20) (50) (75) or (100) consumer press core that work in Washington so as to inform the public about consumerism.

3. Consumer-related periodicals which present information about consumer issues and regulations were (10) (17) (33) or (54) in number.

4. Bess Myerson Grant, Betty Furness, or Virginia Knauer was Commissioner of Consumer Affairs in 1976. This agency answers directly to the President.

5. Nader's Raiders is:
   a A department in the federal government.
   b. A network of 15 Washington-headquartered national activist groups.
   c. A religious group interested in consumers.

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6 The consumer advocate considered number one in 1976 was Nelson Rockerfeller, Ralph Nader or Gary Moore.

7. In order to safeguard the consumer, the following acts have been passed by Congress. (Underline the incorrect one)
   a. The Safety Act of 1962
   b. Fair Practice and Labeling Act of 1966
   c. Truth-in-Lending Act of 1968

8 1976 Candidates for the Presidency (did) (did not) appear before a panel of consumer leaders. This was the first time this ever happened.

9. The President which made consumer issues a "respectable" or "safe" issue for politicians was:
   a. Franklin Roosevelt
   b. Lyndon Johnson
   c. Richard Nixon

10. The office of Consumer Affairs in Arizona is part of:
   a. The Governor's Office
   b. Attorney General's Office
   c. Senate

11. The national government produces over 250 consumer pamphlets quarterly involving guides and self-help booklets which can be obtained for a low cost from:
    a. Department of Treasury
    b. Superintendent of Documents
    c. Department of Agriculture

12. The national chairman of the President's Advisory Board for Consumer Education in 1976 was:
    a. Governor Castro
    b. Currin Shields, Professor, University of Arizona
    c. Margaret Hance Mayor or Phoenix

13. Persons eligible to belong to the Arizona Consumer Council in 1976 were:
    a. Persons of all ages
    b. University personnel
    c. Public officials

ANSWERS:

1. 39
2. 100
3. 33
4. Virginia Knauer
5. b
6. Ralph Nader
7. a
8. did
9. b
10. b
11. b
12. b
13. a